

PROMOTION RECOMMENDATION
The University of Michigan
Gerald R. Ford School of Public Policy

Kevin M. Stange, associate professor of public policy, with tenure, Gerald R. Ford School of Public Policy, and associate professor of education, without tenure, Marsal Family School of Education, is recommended for promotion to professor of public policy, with tenure, Gerald R. Ford School of Public Policy, and professor of education, without tenure, Marsal Family School of Education.

Academic Degrees:

Ph.D.	2008	University of California at Berkeley
B.S.	2000	Massachusetts Institute of Technology

Professional Record:

2022-2023	Senior Advisor to Under Secretary of Education, U.S. Department of Education
2022-Present	Associate Professor of Education, without tenure, Marsal Family School of Education, University of Michigan
2021-Present	Co-Director, Education Policy Initiative, University of Michigan
2021-Present	Faculty Affiliate, Inter-university Consortium for Political and Social Research, University of Michigan
2021-Present	Faculty Affiliate, Michigan Institute for Data Science, University of Michigan
2018-2019	Visiting Professor, Paris School of Economics
2017-Present	Associate Professor of Public Policy, with tenure, Gerald R. Ford School of Public Policy, University of Michigan
2017-Present	Research Associate, National Bureau of Economic Research, Economics of Education Group
2010-2017	Assistant Professor, Gerald R. Ford School of Public Policy, University of Michigan
2008-2010	Robert Wood Johnson Scholar in Health Policy Research, University of Michigan

Summary of Evaluation

Teaching: Professor Stange is an excellent teacher. He has taught six different graduate level courses ranging from smaller courses focused on education policy to required courses in microeconomics, statistics, and program evaluation. Despite teaching challenging course, he consistently receives excellent scores on his evaluations with students noting that the courses are rewarding despite the challenging content. His syllabi and teaching statement reflect the careful preparation he puts into his courses. In addition to his didactic teaching, Professor Stange has been active as a mentor, meeting often with current and former students to advise them on career plans, serving as an advisor on numerous MPP theses and independent study projects. He has served on 27 completed doctoral committees for students in economics, education, sociology, business, and public policy, and is serving on another six for dissertations in progress.

Research: Professor Stange is a highly productive scholar who has made major contributions in the areas of labor economics, public economics, and economics of education. Since his promotion to associate professor, he has continued to make important research contributions, publishing six articles in peer-reviewed economics journals, including highly respected outlets such as the *American Economic Journal*, the *Journal of Labor Economics*, and the *Journal of Public Economics*. He also coedited a book, Productivity in Higher Education, which was published in 2020 by the University of Chicago Press. In addition, he has secured roughly \$3.7 million in external funding to support his research.

Recent and Significant Publications:

“College majors and skills: Evidence from the universe of online job ads.” (with Steve Hemelt, Brad Hershbein, and Shawn Martin). *Labour Economics*, 85 (December 2023).

“The Pandemic’s Effect on Demand for Public Schools, Homeschooling, and Private Schools” (with Tareena Mussadiq, Andrew Bacher-Hicks, and Joshua Goodman), *Journal of Public Economics*, August 2022: 104710.

“Why is Math Cheaper than English? Understanding Cost Differences in Higher Education” (with Steve Hemelt, Fernando Furquim, Andrew Simon, and John Sawyer) *Journal of Labor Economics*, 39(2), pages 397-435.

“Measuring Instructor Effectiveness in Higher Education” (with Pieter De Vlieger and Brian Jacob) in C. Hoxby and K. Stange eds., *Productivity in Higher Education*, 2020. Chicago, Illinois: University of Chicago Press.

“Vocational and Career Tech Education in American High Schools: Curriculum Choice and Labor Market Outcomes” (with Daniel Kreisman), *Education Finance and Policy*, 15 (1) (Winter 2020): 11-44.

Productivity in Higher Education (coedited with Caroline Hoxby). 2020. Chicago, Illinois: University of Chicago Press.

“Price Regulation, Price Discrimination, and Equality of Opportunity in Higher Education: Evidence from Texas” (with Rodney Andrews) *American Economic Journal: Economic Policy*, 11 (4): 31-65.

“Perception Isn’t Everything: The Reality of Class Size” (with Mark Umbricht) *The AIR Professional File*. Fall 2019, Article 146.

Service: Professor Stange has demonstrated his ability to lead within the Ford School community and beyond. Most recently, he served as a senior advisor to the Under Secretary of Education from 2022-2023. Within the university, he led a redesign of the Masters in public policy economics course, chaired the Ford School Resilient Teaching Task Force, and served on the Provost’s Institutional Learning Analytics (UMILA) Committee. He currently co-directs the Education Policy Initiative (EPI). In each of these roles he has been able to draw on his own scholarship to improve and inform education policy.

Professor Stange has also been an active member of a number of professional organizations, including the American Economic Association, and served as a co-editor of *Journal of Policy Analysis and Management*. He has organized a number of conferences and special events, most notably the NBER conference on Productivity of Higher Education.

External Reviewers:

Reviewer A: “I believe Kevin has an excellent case for promotion to full professor. My interactions with him suggest he would be a fantastic colleague and someone who I would like to have at my own institution.”

Reviewer B: “I tend to think that a natural standard for promotion to full professor is that a researcher is an established expert in an important field or subfield of the discipline. In this regard, Kevin stands out in the Economics of Higher Education, which I view as my own primary subfield. I recommend him without question for this promotion.”

Reviewer C: “My letter for Kevin might be one of the easiest letters that I have ever written in that Kevin is certainly deserving. Kevin has been extremely productive in his career, and he has made an impact on the economics of education. He is a star in the economics of education. If Kevin were in my department at [my institution], he would likely be a full professor.”

Reviewer D: “In sum, Kevin does meet the bar for promotion to full professor, in my opinion. His contributions to the scholarly literature indeed make him a leader in the field of education policy. I would certainly vote in favor if I were you.”

Reviewer E: “Overall, I believe that Kevin’s research record, combined with his extensive policy work, government service, and stature in the profession, makes a persuasive case for appointment to Full Professor with tenure at the University of Michigan’s Ford School. I also believe that Kevin’s package would likely result in a positive tenure outcome at my previous institution...in either the School of Education and/or the Economics Department as his body of work compares similarly to colleagues who have been promoted to full professor in the past.”

Reviewer F: “In sum, Dr. Stange’s work consistently speaks to important policy issues in higher education... Given an intensifying national and state focus on improving college affordability and degree attainment, policymakers and education leaders demand new evidence on the effectiveness of existing federal, state and institutional policies and practices. I believe Dr. Stange has provided, and will continue to provide, that type of critical research. His overall record is consistent with the record of faculty recently promoted to the rank of full professor at my own institution.”

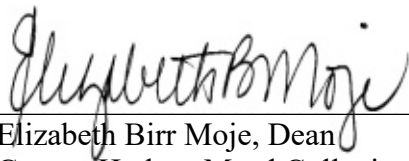
Reviewer G: “I believe Kevin’s record of scholarship and public policy engagement would merit promotion to Full Professor in [my institution], and I am supportive of his promotion to Full Professor at the University of Michigan.”

Reviewer H: “My recommendation for the appointment of Kevin Stange to the rank of Full Professor is enthusiastic and without reservation.”

Summary of Recommendation: Professor Stange is a productive scholar doing original and important research that is highly visible in the policy world. He is an amazing teacher. He has provided invaluable leadership as the co-director of the Education Policy Initiative. He provides service and leadership critical to the school and the broader university. I am pleased to recommend the promotion of Kevin M. Stange to professor of public policy, with tenure, Gerald R. Ford School of Public Policy, and professor of education, without tenure, Marsal Family School of Education.



Celeste Watkins-Hayes
Joan and Sanford Weill Dean of Public Policy
Gerald R. Ford School of Public Policy



Elizabeth Birr Moje, Dean
George Herbert Mead Collegiate Professor of
Education, and Arthur F. Thurnau Professor
Marsal Family School of Education

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